

ISTEP+ Social Studies Item Sampler (Updated February 2011)

Purpose

The purpose of this Item Sampler is to provide teachers and students with examples of the different types of questions that will appear on the Social Studies portions of the ISTEP+. Each social studies assessment consists of three (3) item types: multiple-choice, constructed-response, and extended-response.

Constructed-Response (CR) and Extended-Response (ER) Items

Both constructed-response and extended-response items will require higher-level thinking. The extended-response items may be slightly more complex than the constructed-response items and generally will take students longer to respond.

March Assessment (Applied Skills):

Grade 5 Content Themes

- Early Cultures and Historic Indian Groups
- European Exploration and Settlement
- Interaction between Native American Indians and Europeans
- Adaptation and Alteration of the Physical Environment
- Citizenship: Roles and Responsibility
- Trade and Supply and Demand

Grade 7 Content Themes

- Early Civilizations and World Religions
- International Organizations and Forms of Government
- Resources and Geographic Limitations
- Standard of Living and International Trade

April/May Assessment (Multiple-Choice):

Grade 5

- Grade 5 content
- Any Grade 5 and Grade 4 indicators that focus on skills rather than historical knowledge.

Grade 7

- Grade 7 content
- Any Grade 7 and Grade 6 indicators that focus on skills rather than historical knowledge.

Social Studies **process skills** are essential to learning social studies and are often used consistently across grade levels. Some examples of social studies process skills are: recognize fact and opinion; identify cause and effect; compare and contrast; and read and interpret timelines, charts, and maps.

- An example of a Grade 4 process skill indicator that may be assessed in Grade 5 is:
 - *4.1.16 Distinguish fact from opinion and fact from fiction in historical documents and other information resources and identify the central question each narrative addresses.*
- An example of a Grade 6 process skill indicator that may be assessed in Grade 7 is:
 - *6.1.22 Differentiate between fact and interpretation in historical accounts, and explain the meaning of historical passages by identifying who was involved, what happened, where it happened, and relating them to outcomes that followed and gaps in the historical record.*

Scoring

Each CR and ER question is scored according to its own rubric. CR items have a maximum of 2 score points while ER items have a maximum of 4. For all Applied Skills questions, the maximum score point value is desired, but students can receive partial credit on questions. For example, it is possible for students to receive 1 point for a CR question. (ER questions are scored similarly and include even more possibilities of score point values.)

For some questions, students are expected to explain and justify their responses. Students' ability to communicate concepts is critical in understanding social studies and is emphasized in Indiana's Social Studies Standards.

Grade 5 Sample Items

1. Which of these regions of the United States has a climate best described as warm and rainy?

- A. Southwest
- B. Southeast
- C. Midwest
- D. Northeast

2. Look at the box below.

totem poles potlatches canoes

The Native American Indian group most associated with the terms listed in the box above live in the

- A. Arctic
- B. Southwest
- C. Northwest
- D. Eastern Woodlands

3. Describe **TWO** different ways that people can help to reduce the amount of garbage that goes into landfills while helping the environment at the same time.

1. _____

2. _____

4. The Lost Colony

- 1585 First English people come to Roanoke Island to start a settlement.
- 1585 Unprepared to farm, the colonists face hunger and hardship and return to England.
- 1586 Colonists are sent again to Roanoke. They build a fort and begin to plant crops. Their leader, John White, returns to England for more food and supplies.
- 1590 White is delayed because of a war. When he returns, the colonists and their houses are gone. A carving on a post says CROATOAN, the name of the island south of Roanoke. White isn't able to travel to the island, and the colonists are never found.

Describe ONE way the second group of colonists at Roanoke was better prepared to create a lasting settlement in the Americas than the first group.

Give ONE explanation of what MOST LIKELY could have happened to the “lost colony.”

5. Read the list below.

**Some Natural Resources of the
East Coast of North America**

rich soil
available land
wildlife
sea life
forests
fresh water
minerals such as iron

Many people from Europe came to North America during the 1600s and 1700s to explore the land and make money. Using information from the chart above and your own knowledge, describe TWO ways people could use the natural resources in North America to make money.

It was a difficult task to travel to North America and make a profit. Describe TWO challenges people faced when trying to make money in North America.

Grade 7 Sample Items

1. Which of the following MOST LIKELY has an ecosystem featuring conifers, lichens, and deer?

A. Sahara Desert
B. Indus River Delta
C. Great Barrier Reef
D. Himalayan Mountains

2. Which statement BEST explains why Japan invaded India during World War II?

A. India had previously attacked Japan.
B. India was controlled by Japan's enemies.
C. India was a strategic location from which to defend Japan from invasion.
D. India had many slaves who could be used as soldiers in the Japanese army.

3. Describe TWO ways international trade benefits individuals living in different countries.

4. Describe and explain the significance of ancient Egyptian achievements in two of the following areas: Art, Architecture, Government, Religion

Area: _____

Achievement: _____

Significance: _____

Area: _____

Achievement: _____

Significance: _____

5. Countries around the world have different standards of living.

Give TWO different reasons Japan has a relatively high standard of living.

1. _____

2. _____

Give TWO different reasons China has a relatively low standard of living.

1. _____

2. _____

Grade 5 Answer Key

1. B (Geography)

2. C (History)

3. Constructed-Response Item (Civics & Government)

Key Element(s): (any two of the following)

- Recycling bottles, cans, paper, plastics, etc.
- Composting garbage
- Having a garage sale for things you do not want
- Donating some things that others may use
- Reusing plastic goods
- Buying products that can be reused
- Encouraging the city to have places to recycle cell phones, dangerous chemicals, and electronic products
- Educating the public about reducing the amount of garbage
- Other reasonable way to reduce garbage in landfills

Scoring:

2 points: One key element for both parts
1 point: One key element for only one part
0 points: No key elements

4. Constructed Response Item (History)

Key Element(s):

- **A way the second group of settlers were more prepared (any one of the following):**
 - They built a fort.
 - They planted crops.
 - They were more self-reliant than the first group.
 - They built structures to protect themselves from hardships due to weather.
 - They were willing to work hard in order to survive.
 - Other reasonable response

- **What could have happened to the "lost colony" (any one of the following):**
 - Its people started a settlement on the island named Croatoan
 - Its people became a part of the Native American Indian tribe living on Croatoan
 - Its people died due to a severe food shortage
 - Its people were attacked by Native American Indians
 - Its people were killed by a natural disaster
 - Its people died due to disease/illnesses
 - Its people drowned going to the next island
 - Other reasonable response

Scoring:

2 points: One key element for both parts
1 point: One key element for only one part
0 points: No key elements

5. Extended-Response Item (Economics)

Key Element(s):

- **Two ways people could use natural resources of North America to make money (any two of the following):**
 - They could hunt wildlife that could be sold in Europe.
 - They could grow and sell crops.
 - They could fish.
 - They could catch beavers/engage in fur trade.
 - They could cut down trees for lumber.
 - They could use trees to build ships.
 - They could hunt whales for whale oil.
 - They could mine for minerals.
 - Other reasonable response

- **Challenges faced by those who came to North America to make money (any two of the following):**
 - They needed money in order to take the trip.
 - They had to make a long and dangerous voyage to North America.
 - They needed to make sure they had enough supplies.
 - They had to learn how to trade/communicate with Native American Indians.
 - They were not used to the terrain.
 - It was difficult to get goods to seaports for shipping back to Europe.
 - It was difficult to find ways to get goods back to Europe.
 - They had to figure out how they were going to sell their goods in Europe.
 - Other reasonable response

Scoring:

4 points: Two key elements for Part 1 <u>and</u> two key elements for Part 2
3 points: Two key elements for Part 1 and one key element for Part 2 OR One key element form Part 1 and two key elements for Part 2
2 points: Two key elements for Part 1 OR Two key elements for Part 2 OR One key element for Part 1 and one key element for Part 2
1 point: One key element for Part 1 OR One key element for Part 2
0 points: No key elements

Grade 7 Answer Key

1. D (Geography)

2. B (History)

3. Constructed-Response Item (Economics)

Key Element(s): any two of the following)

- There is a greater variety of goods available in stores
- Diets become more varied
- Goods cost less, so people can buy more
- Wages increase
- Other reasonable response

Scoring:

2 points: Two key elements
1 point: One key element
0 points: No key elements

4. Extended-Response Item (History)

Key Element(s): (one “Achievement” and one “Significance” from two of the following areas)

- **Art: Achievement**
 - Paintings and/or drawings
 - Artistic expression through architecture
 - Sculptures
 - Metalwork (jewelry)
 - Other reasonable response
- **Art: Significance**
 - Drawings (tomb, temple, wall, and pillar) represented everyday life/real things
 - Offered instructions to the deceased as to what they would need on their way to eternal life
 - Offered help to spiritual self to solve problems related to life after death
 - Human and godlike characteristics and symbols were often combined
 - Other reasonable response

- **Architecture: Achievement**
 - Pyramids
 - Temples
 - Tombs
 - Other reasonable response
- **Architecture: Significance**
 - Building (of pyramids, temples, and tombs) was done without mortar (and was based on perpendicular structures and inclined planes)
 - The square and the plumb-line were very important tools
 - Pyramid ensured king's (pharaoh's) union with the gods
 - Associated architecture with religion
 - Other reasonable response
- **Government: Achievement**
 - Structure of Government established
 - Theocracy
 - Delegated (administrative) responsibility
 - Other reasonable response
- **Government: Significance**
 - King (Pharaoh) was absolute monarch
 - King (Pharaoh) was both the head of government and religion
 - King (Pharaoh) had limitless control over people
 - Structure of organized political system
 - Improved government efficiency
 - Other reasonable response
- **Religion: Achievement**
 - Detailed description of afterlife and how to prepare for it
 - Mummification
 - Developed polytheistic system
 - Other reasonable response
- **Religion: Significance**
 - Preserved the body for the afterlife
 - King (Pharaoh) was believed to be a living god
 - One of earliest known polytheistic system
 - Other reasonable response

Scoring:

4 points: One achievement AND significance from two of the areas
3 points: One achievement and significance from one area AND either one achievement or one significance from another area
2 points: One achievement and significance from one area OR One achievement or one significance from one area and one achievement or one significance from another area
1 point: One achievement from one area OR One significance from one area
0 points: No key elements

5. Extended-Response Item (Economics)

Key Element(s): (any two from each of the following areas)

- **Japan**

- Japan manufactures and exports a variety of goods, such as cars, computers, and electronics.
- Japan's government and industry leaders have worked together to build the national economy.
- Japan has many port cities for trading
- Japan encourages foreign investment
- Japan's farming land is protected by the government and is very productive.
- Other reasonable response

- **China**

- China only recently industrialized, and the economic benefits of industrialization have not yet reached large parts of the country.
- Until recently, China had a command economy that did not produce many consumer goods.
- China has a large rural population that has not yet fully adopted modern technology.
- Urban overcrowding leads to low-paying jobs.
- China restricts foreign investment.

Scoring:

4 points: Two reasons Japan has a relatively high standard of living AND Two reasons China as a whole has a relatively low standard of living
3 points: Two reasons Japan has a relatively high standard of living AND One reason China as a whole has a relatively low standard of living OR One reason Japan has a relatively high standard of living AND Two reasons China as a whole has a relatively low standard of living
2 points: Two reasons Japan has a relatively high standard of living OR Two reasons China as a whole has a relatively low standard of living
1 point: One reason Japan has a relatively high standard of living OR One reason China as a whole has a relatively low standard of living
0 points: Other